

**TEACHING SPEAKING BY USING PICTORIAL FLASHCARDSTO THE  
SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH 5  
SURAKARTA IN 2016/2017 ACADEMIC YEAR**



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by

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APPROVAL

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Surakarta, 28 October 2017

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# **TEACHING SPEAKING BY USING PICTORIAL FLASHCARDS TO THE SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH 5 SURAKARTA IN 2016/2017 ACADEMIC YEAR**

## **ABSTRAK**

Penelitian ini tentang penggunaan flashcard dalam pengajaran berbicara. Penelitian ini bertujuan untuk menjelaskan pelaksanaan apa saja yang dilakukan oleh guru dalam pengajaran berbicara, menjelaskan apa saja masalah-masalah yang dihadapi oleh guru ketika memberi pengajaran berbicara, dan menjelaskan solusi guru dalam menyelesaikan masalah yang dihadapi guru saat menghadapi siswa ketika pembelajaran berlangsung. Subjek dalam penelitian ini adalah murid dan guru bahasa Inggris kelas 7 SMP Muhammadiyah 5 Surakarta. Teknik pengumpulan data dalam penelitian ini menggunakan observasi, wawancara, dan dokumentasi. Teknik analisis data adalah penguraian data, tampilan, dan verifikasi. Cara yang dilakukan guru ketika memberikan pengajaran berbicara menggunakan flashcards yaitu opening, main activity, closing. Guru menggunakan beberapa teknik saat pembelajaran seperti role-play, discussion, problem solving, dan presentation. Masalah yang dihadapi oleh guru ketika memberi pengajaran berbicara dengan menggunakan flashcards, seperti ada siswa yang pasif dan malu ketika guru menyuruh siswa berbicara didepan teman-temannya, ada siswa yang tidak mengetahui arti dari vocabulary, mereka tidak mengerti penggunaan flashcards sehingga mereka bingung untuk mengerti materi, kadang ada keributan ketika proses berlangsung. Jadi solusinya adalah (1) guru memberikan motivasi dan dukungan sehingga siswa percaya diri dengan kemampuan mereka, (2) guru menjelaskan kosa kata kepada siswa sampai mereka mengerti, (3) guru meminta perhatian kepada siswa yang tidak memperhatikannya, dan (4) guru mengatur waktu secara efektif.

Kata kunci: teknik mengajar, speaking, flashcard

## **ABSTRACT**

This research is about the use of flashcard in teaching speaking. The aim of this research is to explain the implementation of teaching speaking, to explain the problem faced by the teacher in teaching speaking, and to explain the problem solving by the teacher when the process of teaching learning is going on. The subject of this research are the student and the seventh grade English teacher of SMP Muhammadiyah 5 Surakarta. The techniques of collecting data are using observation, interview, and documentation. The technique of analyzing data are reducing the data, display the data, and data verification. The procedures of teaching learning speaking using flashcards consist of opening, main activity, and closing. The teacher used some techniques when teaching learning process such as role play, discussion, problem solving, and presentation. The problems faced by the teacher such as; there are some students passive and embarrassed when the teacher asked them to speak in front of their friends, there are some students who

did not know the vocabulary in flashcards, they did not understand the role of flashcards used so they are confused to understand the material, sometimes there are noises when the teaching process ongoing. The solutions show that; (1) the teacher gives motivation and support to the students, they will be confident with their ability, (2) the teacher explains the meaning of vocabulary for students until they understood, (3) the teacher requested for attention to the students that have no attention, and (4) the teacher managing the time effectively.

Keyword: teaching techniques, speaking, flashcards

## **1. INTRODUCTION**

People in the world decide English as a universal language. They must be able to speak English for communicating with foreign people. At least, they have to know how to make a short conversation which is reputed important. For example, they must know how to ask a place, a condition, a prize, and the most important thing how to ask for a help. Nowadays, English is one of the most popular and most studied languages in the world, included in Indonesia. People use English as a tool for communicating with other people who come from other countries and have different languages. Besides, English also is given at school in Indonesia as one of the main subjects, from Junior High School until university.

Speaking is an activity used by someone to communicate with others (Richards, 2008: 19). It takes place everywhere and has become part of daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information, suggestions, and comments to others through communication. Furthermore, Brown (2001: 113) states the objective of speaking is the students are able to participate and use English in short conversation, collect the information, ask and answer the questions fluently and acceptably in daily context.

One of the methods to increase the students' speaking ability is using pictorial flashcards. By using pictorial flashcards, the students not only know about the vocabulary, but also can make a description that related to the picture in the flashcards. Students can develop their vocabulary to make a

short description spontaneously. The pictorial flashcards are really helpful the students to arrange short stories without remembering their outline. The students can memorize every word which they had had before. So, they can increase their speaking ability without writing it first.

The researcher makes sure that the pictorial flashcards is an effective and creative strategies for teaching and learning between teachers and students. The purpose of using pictorial flashcards is to facilitate teachers deliver material and gives understanding to the students. It can help the students to improve students' on speaking skill. Based on the background of the study above, the problem statement are as follows:

How is the implementation of teaching speaking by using pictorial flashcards to the seventh grade students of SMP Muhammadiyah5 Surakarta in 2016/2017 academic year?

What are the problems faced by the teacher in teaching English speaking skills by using pictorial flashcards to the seventh grade students of SMP Muhammadiyah 5 Surakarta in 2016/2017 academic year?

In relation to the problem statement in this research, the objectives of this research are (1) To describe the implementation of teaching speaking by using pictorial flashcards to the seventh grade students of SMP Muhammadiyah 5 Surakarta in 2016/2017academic year. (2) To describe the problems faced by the teacher in teaching English speaking skills by using pictorial flashcards to the seventh grade students of SMP Muhammadiyah 5 Surakarta in 2016/2017academic year.

Then, the researcher formulates the benefits of this study which are divided into two, theoretical benefits and practical. Theoretically, the result of the research can tribute to the body of knowledge about the media that can be used by teacher to teach English speaking skill for seventh grade students and can be used directly for teacher in Junior High School to use the suggested media for their students in the seventh grade. Practically, gets a lot of knowledgeabout the problems faced by teacher who use pictorial flashcards to teach English speaking skill for seventh grade studentsand can

give information about the use of pictorial flashcards for teaching speaking skill to seventh grade students of SMP Muhammadiyah 5 Surakarta in 2016/2017 academic year.

## **2. RESEARCH METHOD**

In collecting data about the teaching speaking by using pictorial flashcards by seventh grade class of SMP Muhammadiyah 5 Surakarta, The researcher used observation, interview, and document analysis. Observation is to get data information about the teaching speaking by using flashcards. The interview is about the issue of asking questions to get information on teaching speaking by using flashcards, teacher's role and student's role in teaching learning process. Document analysis is to describe learning activity by the teacher to the students.

Techniques for analyzing data, the researcher used data reduction, data display, and data verification. The researcher used triangulation to check the credibility data. The subject of this research is English teacher and seventh grade students of SMP Muhammadiyah 5 Surakarta. The object of this research is the teaching speaking by using pictorial flashcards at SMP Muhammadiyah 5 Surakarta.

## **3. FINDING AND DISCUSSION**

Based on the findings, the implementation of teaching speaking using pictorial flashcards consist of opening, main activity, and closing. The teacher used some teaching techniques such as role-play, discussion, problem solving, and presentation in teaching learning process. Based on interview and observation, there are some problems faced by the teacher when apply pictorial flashcards into the students. The first problem, some students that they are passive and embarrassed. The second problem some students that do not know the vocabulary in pictorial flashcards. The last problem, sometimes there are any noise when the process of explaining about pictorial flashcards ongoing.



### **3.1 The Implementation of Teaching Speaking by Using Pictorial**

#### **Flashcards**

Based on the observation conducted, the researcher presents the description about the implementation in teaching speaking by using pictorial flashcards. The teacher used three steps; opening, main activity, and closing in the implementation for teaching speaking by using pictorial flashcards to seventh grade student. The teacher used some teaching techniques such as role-play, discussion, problem solving, and presentation in teaching learning process. The first, all of the students are requested to divide into four groups that every group consists of five until six students. Second, the teacher divided one title of pictorial flashcards for each group randomly. Third the students should arrange flashcards with the title that has been given by the teacher. Then the students must present the flashcards for each group.

### **3.2 The Problem Faced by the Teacher**

Based on interview and observation, there are some problems faced by the teacher when applying pictorial flashcards into the students. The first problem, there are some students that they are passive and embarrassed when their teacher asked them to speak and express in front of their friends. The second problem, there are some students that do not know the vocabulary in pictorial flashcards. These problems make the students feel unconfident with their ability, especially in speaking skill. The third problem, they do not understand the role of pictorial flashcards so they are so confuse to understand the material. The fourth problem, sometimes there are any noise when the process of explaining about pictorial flashcards ongoing, so the focus of learning will be disturbed.

Based on finding, the researcher found the teacher showed how to solve the problem in teaching speaking. The teacher always try so that the students can understand the materials and the materials being delivered by the teacher can be understood by the students. The students also need comfortable learning, closely to the teacher and keep their spirit for learning, and then the role of teacher is to provide teaching with sincere and good. But,

there are some problems faced found by the students, that the teacher has a solution, such as managing the time effectively. The teacher explains the materials by using some interesting media in order to make student understand teacher's explanation easily. The teacher gives motivation and support so that the student will be confident with their ability. The teacher explains the meaning of vocabulary for students until they understood. Teacher requested for attention to the students that have no attention. Teacher oriented the students in arrange flashcard by walk around the class.

#### **4. CONCLUSION**

Based on the researcher findings the researcher concludes that the teacher used flashcards in teaching speaking skill. The conclusion is based on the analysis of research finding. The implementation of teaching speaking using pictorial flashcards consist of opening, main activity, and closing. The teacher used some teaching techniques such as role-play, discussion, problem solving, and presentation in teaching learning process. The first, all of the students are requested to divide into four groups that every group consist of five until six students. Second, the teacher divided one title of pictorial flashcards for each group randomly. Third the students should arrange flashcards with the title that has been given by the teacher. Then the students must present the flashcards for each group.

There are some problems faced by the teacher in applying pictorial flashcards into the students. (1) there are some students that they passive and embarrassed when their teacher asked them to speak and express in front of their friends. (2) there are some students that do not know the vocabulary in pictorial flashcards. These problem makes the students feel unconfident with their ability, especially in speaking skill. (3) they do not understand the role of pictorial flashcards so they are so confused to understand the material. (4) sometimes there are any noise when the process of explaining about pictorial flashcards ongoing, so the focus of learning will be disturbed.

Every teacher has a way to overcome all the problems faced by the students. The teacher always try so that the students can understand the materials and the materials being delivered by the teacher can be understood by the students. The students also need comfortable learning, closely to the teacher and keep their spirit for learning, and then the role of teacher is to provide teaching with sincere and good. But, there are some problems faced found by the students, that the teacher has a solution, such as managing the time effectively. The teacher explains the materials by using some interesting media in order to make student understand teacher's explanation easily. The teacher gives motivation and support so that the student will be confident with their ability. The teacher explains the meaning of vocabulary for students until they understood.

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